

**2019-2020 Perkins Reserve Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

Texas Education Agency

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
FEB 28 PM 4:18
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

July 1, 2019 - August 31, 2020☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Judson ISD** CDN **015916** Vendor ID ESC **20** DUNS
Address **8012 Shin Oak Drive** City **San Antonio** ZIP **78233** Phone **210-945-5100**
Primary Contact **Renee Lafreniere** Email **rlafreniere@judsonisd.org** Phone **210-945-5297**
Secondary Contact **Dr. Jeanette Ball** Email **jball@judsonisd.org** Phone **210-945-5402**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name **Dr. Jeanette Ball** Title **Superintendent**Email **jball@judsonisd.org** Phone **210-945-5402**Signature  Date **2/28/19**Grant Writer Name **Renee Lafreniere** Signature  Date **2-28-19**☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.RFA # **701-19-104** SAS # **424-20****2019-2020 Perkins Reserve Grant**

Page 1 of 15

701-19-104-107

Shared Services Arrangements

SSAs are **not permitted** for this grant. Check the box below if applying as a fiscal agent.

- ☒ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to BLS, the availability of IT jobs is projected to grow by 17% through 2022; further, EMSI data for San Antonio region states IT jobs are projected to increase by 4,032 (12%) from 2018-2023. Demand for skilled IT workforce continues to outpace the supply.	Develop dynamic, integrated academic & technical curriculum, implement programs of study in the areas of Information Technology and Cybersecurity identified by Workforce Solutions Alamo as high-demand occupations, become the leader of these career training programs within the San Antonio region, and increase the pipeline of skilled workers trained to meet industry needs.
TX IT Cluster Assessment identified concerns with declining STEM in K-12 education. Further, major shifts in technology result in substantial & constant need for ongoing training and retraining.	Articulate programs of study between educational partners to support integrated, rigorous curriculum, and a seamless transition for students from high school to post-secondary w/multiple entry & exit points, thereby advancing the employment of graduates and closing the workforce skills gap in our region.
A Harvard University study noted that 80% of achievements in career are determined by employability skills and 20% by technical skills. Soft skills are increasingly sought out by employers.	The IT & Cybersecurity programs of study will supplement academic & technical content to build student capacity in employability & professional skills by using industry-related business partners to incorporate real-world, hands-on application, internships, job shadowing, mentors, field trips & classroom speakers

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

- Goal 1) By August 2019, complete a Memorandum of Understanding with the Texas Regional Pathways Network partners.
 Goal 2) By November 2019, Veterans Memorial HS will be an authorized Pearson VUE CompTIA Test Center.
 Goal 3) By April 2020, 95% of the senior class will successfully complete one of more of the industry-based certifications identified on the 2019-20 IBC A-F Accountability List.
 Goal 4.A) By Spring 2020, 100% of the junior class of Information Technology and Cybersecurity students will be TSI tested.
 Goal 4.B) 50% or more of the students will be enrolled in dual credit academic and/or workforce course(s).
 Goal 4.C) 30% or more of the students will be identified and placed for summer internship with a industry-related business.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

For the dates July 1, 2019 through October 15, 2019:

- 1) Develop a Memorandum of Understanding detailing the relationship between the school districts, institute of higher education, and business/industry partners.
- 2) Develop dynamic, integrated academic and technical curriculum, and implement the programs of study.
- 3) Implement a schedule of guidance and counseling support for TSI tutoring, test prep and re-testing schedule.
- 4) Design and implement dual credit Articulation Agreement(s) with the institutes of higher education, mapping out the regional program of study aligned to the identified high-demand occupations of Information Technology & Cybersecurity.
- 5) Create a variety of marketing and promotional materials and tools promoting the articulated programs of study.
- 6) Attend the first Texas Pathway Regional Pathways Conference with the Network partners.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

For the dates October 16, 2019 - January 31, 2020:

- 1) Become a Pearson VUE Authorized Test Center.
- 2) One or more teacher(s) complete IT industry certification training(s).
- 3) Provide students TSI and test prep tutoring and support.
- 4) Develop and support a CyberPatriot Team to a minimum of one or two regional and state competition(s).
- 5) IT and Cybersecurity students will build employability and professional capacity by participating in real-world application of these skills, industry-related field trips, classroom speakers, and other related activities.

Third-Quarter Benchmark

For the dates February 1, 2020 - May 15, 2020

- 1) # of students enrolled in the CTE IT and Cybersecurity Programs of Study
- 2) # of freshmen students enrolled in the Summer Bridge/TSI program
- 3) # of students completing 2019-20 IBC A-F Accountability List of IT certifications
- 4) # of students placed for summer internship in an industry-related business
- 5) # of students successfully passing TSI requirements
- 6) # of students enrolled in post-secondary dual credit
- 7) # of students indicating intent to enroll in a similar post-secondary program/certification; 8) # of non-traditional students

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

During regularly scheduled quarterly meetings, the Texas Regional Pathway Network partners will systemically review data, monitor attainment of goals, objectives, and quarterly benchmarks; evaluate program effectiveness; and recommend modifications or improvements.

In addition, in order to sustain monitoring of progress and effectiveness, the high school districts will regularly engage in multiple points of continuous feedback and improvement at both the district and campus level of the programs of study:

At the district level, these progress monitoring strategies will be used:

- > CTE Program Evaluation System, "CTE Excellence"- the programs of study undergo an annual comprehensive process of data review and performance indicators using a rubric and an independent, outside committee of stakeholders.
- > CCMR Performance Measures - using state accountability performance measures, the CCMR Support Committee, meets monthly with campus administrative staff to review data, implement best practices, and modify programs for maximum student success.
- > PBMAS Targeted Improvement Plan - based on annual PBMAS data, the PBMAS Committee meets quarterly, develops and monitors the required targeted improvement plan to ensure services, best practices, and program effectiveness for special populations.

At the campus level, these progress monitoring strategies will be used:

- > Information Technology/Cybersecurity Program Advisory Committee- this committee meets a minimum of two-three times per year to advise teachers and administrators on the programs of study, as well as conduct an annual program evaluation.
- > IT/Cyber Program Professional Learning Community (PLCs) - this cluster of teachers meets twice a month to collaboratively plan curriculum, lessons, and implement best practices based on student data.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

Texas Regional Pathway Network partner organizations:

- > Judson ISD - Veterans Memorial High School
- > Schertz-Cibolo ISD - Steele High School, Samuel Clemens High School
- > Southside ISD - Southside High School
- > Rackspace
- > Digital Genetix
- > Code Ninjas
- > Cibolo Economic Development Corporation
- > Schertz Economic Development Corporation
- > Bexar County Information Technology
- > San Antonio Economic Development Foundation/SA Works
- > CyberTexas Foundation
- > Alamo Colleges
- > University of Texas, San Antonio

Using regional labor marketing information and data from a variety of sources, including Workforce Solutions Alamo, Texas Workforce Commission, Texas Labor Market & Career Information Tracer Program, and the O*Net system, the following occupations have been identified as high-wage and in-demand for the San Antonio region through 2022:

- > 15.1152 Computer Network Support Specialist
Median Wage \$60,037, Job Growth Rate +14%, Job Openings 1,610
- > 15.1121 Computer Systems Analyst
Median Wage \$83,820, Job Growth Rate +9%, Job Openings 4,610
- > 15.1122 Information Security Analyst
Median Wage \$86,840, Job Growth Rate +34%, Job Openings 820

In addition, San Antonio is uniquely positioned to become the leader in the IT skilled workforce. The city has been named "Cyber City USA" and is home to more than 1000 IT and Cyber companies; also home to five HSA/DHS designated "Centers of Academic Excellence in Information Assurance Education" including University of Texas San Antonio (rated #1 in the country) and Alamo Colleges' St. Philip's College among them.

Based on this collective data and information, the Texas Regional Pathways Network has collaboratively determined the Information Technology and Cybersecurity programs of study will lead graduates to either similar programs in higher education at the Alamo Colleges and/or UTSA, as well as industry-recognized certifications that will lead to these occupations in the greater San Antonio region, state of Texas, and the nation.

Students in the three school districts identified will partner to offer dual credit courses to students. Credits earned will lead to an Associate's Degree in Computer Science, Cybersecurity, or Information Systems at the two-year college. Further, Alamo Colleges and UTSA have articulated "Transfer Agreements" for these programs that will transfer/lead students to the four-year university's Bachelor's Degree programs.

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

All three high school districts have either started or will be expanding the integration of rigorous academic and career-focused learning through programs of study in Information Technology and Cybersecurity identified as high-wage, in-demand occupations for the Alamo Workforce Development area of the greater San Antonio region. Districts have comprehensive college and career advising and counseling supports such as dedicated college counselors, career counselors, College & Career Centers, career interest inventories, tutoring support, testing supports, and one-on-one guidance to develop student's four-year graduation plans as well as behavioral and emotional assistance.

The Information Technology and Cybersecurity programs of study is provided in Attachment A

The business partners in the Texas Regional Pathways Network have committed support of the grant to include curriculum development, certifications, and a variety of work-based experiential learning opportunities including internships. The post-secondary partners have committed their support as well to include academic and technical curriculum development, and dual credit articulations. Articulation agreements will ensure ongoing evaluation of the programs including auditing curriculum (student learning outcomes), rigor, instructional materials, facilities/equipment, and testing.

Several members of the the Texas Regional Pathways Network assisted with last year's Technology Career Center Partnership at Veteran's Memorial High School so they are continuing their commitment to the District and these programs of study. Additionally, the Network partners are also actively engaged and participating in one or more of the following collaborations that would also support this proposed project since many of these initiatives share the common goals of building relationships that forge academic and career pathways among school districts, higher education institutions, community-based organizations, and civic and business leadership to promote greater student success outcomes; and, creating a skilled workforce pipeline that enriches the economic growth of the San Antonio region:

- > Alamo Area College Access & Completion Consortium
- > College & Career Readiness Leadership Summit
- > JudsonISD/SCUCISD/Southwest ISD/Alamo College Dual Credit Partnerships
- > SA Works - Job Shadow Day and Summer Internships
- > CyberTexas Foundation
- > UTSA/OLLU/WeTeachGrant
- > St. Philip's College, Cybersecurity Education Conference
- > District's CTE BEST Council
- > Cybersecurity/Information Technology Program Advisory Committees

TEA Program Requirements

3. FOCUS AREA 1 APPLICANTS: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general-academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

High School Programs of Study: Information Technology and Cybersecurity

Due to the multiple pages of information, all High School Programs of Study coursework, Alamo Colleges District's Associate Degree Program coursework, as well as the Transfer Advising Guides for the Alamo Colleges District's Associate Degrees to UTSA Bachelor's Degrees coursework are detailed and provided in Attachment B.

The specific high school courses approved for dual credit will be finalized in the new Memorandum of Understanding. Previous dual credit agreements have typically allowed a maximum of 14 courses to be completed within a high school program of study. The community colleges require the following TSI assessment scores: English 36-390 w/Essay of 4 or an Essay of 5+ and Reading 351-390,

The remaining degree requirements can be completed within two to three years of graduating from high school. This seamless education plan would provide students the opportunity to accelerate to their Associate (within 1-2 years of graduating high school) and transfer to their Bachelor (within 2-3 years of graduating high school), yet still keep them under the maximum number of allowable dual credit courses.

OPTION A - CAREER PATH (high school+some community college coursework; for students interested in being able to enter the workforce as quickly as possible):

- > High School Programs of Study: Information Technology, Cybersecurity
- > Community College Certificate Programs of Study: Level 2: Computer Programmer Intermediate; Level 1 - Computer Support Specialist, Information Assurance & Cybersecurity, Information Technology Specialist

OPTION B - COLLEGE PATH (high school+one or two years of community college; for students interested in accelerating their college coursework)

- > High School Programs of Study: Information Technology, Computer Science, Cybersecurity
- > Associate Degree Programs: Computer Science, Cybersecurity, Information Systems

OPTION C - COLLEGE TRANSFER PATH (high school+community college+4 year university; for students interested in an accelerated traditional path)

- > High School Programs of Study: Information Technology, Computer Science, Cybersecurity
- > Associate Transfer Degree Programs: Computer Science, Cybersecurity, Information System
- > Bachelor Degree Field of Study: School of Science: Computer Science; School of Business: Cybersecurity

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

The Texas Regional Pathways Network stakeholders will honor the importance of planning for sustainability from the very beginning of the program through identified key factors identified below in order to continue these innovative, high-demand programs so critical to the economic vitality of the San Antonio:

- Attracting/Retaining Highly Qualified Instructors—teachers are a critical aspect of program success. Not only must they have college-level credentials, but understanding expectations for the goals, objectives and outcomes of the project will set the foundation for student success, as well as meet requirements for necessary articulation agreements.
- Generating/Maintaining Student Interest – developing a solid foundation of knowledge, skills and abilities will mold a productive student; designing the programs with strong connections in the community and industry will grow successful programs. With that success, must come the commitment to market those successes to the community. Not only do student organizations such as SkillsUSA and CyberPatriot afford students opportunities to showcase their technical skills, but develop leadership and character, and provide numerous networking opportunities. Showcasing programs' and student achievements to parents, businesses, and the community generates and maintains interest.
- Securing New Sources of Funding & Support – Judson ISD recognizes funding and support as essential components to program sustainability. The Network members will play a central role in extending the community and family those campuses and programs have available to draw upon for support and, in some cases, funding. Members, through networking and innovative planning, discover multitude of ways in which to support the programs. Additionally, through ongoing efforts of district's 501(c)3 foundations, dedicated to supporting the school district, they can act as a fiduciary for funds donated to the programs; private donors and member businesses recognize the benefits of donating to an organization with this non-profit designation.
- Building Capacity – the programs were built w/stackable skills and credentials in mind; they are designed w/resources from national partners such as CompTIA/Pearson VUE. These resources have been leveraged to set up the campuses as authorized test centers in order to maximize tools and resources for support student's success & minimize costs.

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

Under the direction of the Project Coordinator, the Texas Regional Pathways Network will serve as the operational leadership team, meeting regularly quarterly to address issues of design and sustainability. The Network Team will review the programs' mission and purpose; review various quantitative and qualitative data (student surveys, teachers' survey, enrollment data, and quarterly benchmark progress monitoring reports, etc.). to identify and correct issues; monitor performance measures, prioritize areas of sustainability/capacity, provide direct and indirect resources and support, and promote and advocate the programs and students to the community. The coordinator will be supported by the Bookkeeper/Purchasing Specialist to facilitate all purchasing, invoices, travel arrangements, and any other costs or expenses associated with the daily operation of the grant funds.

SA Works will serve as the primary intermediary, co-chaired by the CyberTexas Foundation. SA Works serves at the San Antonio's Economic Development Foundation's industry-led strategic workforce development organization aligning education providers with private sector demand to promote economic mobility. The CyberTexas Foundation is a non-profit (501)(c)3 organization with a fifteen-year track records of success, promoting cybersecurity education economic development, and preparedness—they are also the leading advocate for the CyberPatriot regional, state, and national competitions.

All other stakeholders, including superintendents, district/campus staff including CTE Director, parents, volunteers, and business/community leaders are positioned to assist in sustaining the project goals, objectives and outcomes, and will work together to ensure its success. As the grant funding period ends, the District intends to maintain the program with a combination of local funds, state CTE funds (generate by student enrollment), and other innovative sources of support.

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Project Coordinator	\$85,000
Teacher	\$60,000
Purchasing Specialist/Bookkeeper	\$52,000
Supplemental Pay-Summer Bridge Program	\$5,200

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Staff Development	\$6,000

SUPPLIES AND MATERIALS (6300)

Equipment, Tools, Software Licenses, Instructional Materials, Curriculum, Printed Materials	\$306,180
Linguistic and Physical Programs, Services, and Activities for Special Populations	\$20,000
Summer Bridge (tests, workbooks, non-consumable supplies)	\$7,500

OTHER OPERATING COSTS (6400)

Travel to Required Conferences (9,000), Summer Bridge Transportation (2,300)	\$11,300
Field Trips to Business/Industry/Work-based Learning	\$15,000
Labor, Post-Secondary, Program Data Analysis	\$10,000

CAPITAL OUTLAY (6600)

Total Direct Costs \$578,180**Indirect Costs** \$21,820**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$600,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____